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ABSTRACT

The overall goal of the Working Together towards Excellence in Teacher Education (WTTETE) program is to improve the quality of field-based experiences of teacher education students by improving the supervisory skills of the college and school professionals who supervise and coordinate those experiences. The program is a joint project of the Hawaii State Department of Education and the University of Hawaii at Manoa. WTTETE has four major goals: (1) to provide professional improvement opportunities for cooperating teachers (CTs) and observation/participation teachers (OPTs); (2) to recruit and retain qualified CTs and OPTs; (3) to provide professional development opportunities for the college coordinators; and (4) to develop long-range plans and management strategies that will facilitate successful implementation of program goals and objectives. Seventeen specific objectives have been derived from the four primary goals. The objectives include developing partnership schools, supporting faculty research, obtaining state funding, offering supervision courses and workshops, and obtaining stipends for participating teachers. Three underlying strategies have contributed to the program's success: (1) a management and evaluation system that requires active participation by faculty in development and assessment of goals and objectives; (2) a broad coalition of supporters; and (3) dedication to quality. Appendices include a course outline for the student teaching supervision course and statistical evaluation data. (IAH)

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ED 361 283

Working Together Toward Excellence in Teacher Education

A cooperative program of the

Division of Field Services
College of Education
University of Hawaii

and the

Hawaii State Department of Education

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This paper was a finalist in the 1993 Distinguished Program in Teacher Education Competition sponsored by the Association of Teacher Educators. The authors of the paper made a formal presentation of this program at the 73rd Annual Meeting of the Association of Teacher Educators held at the Westin Bonaventure Hotel in Los Angeles, February 13-17, 1993.

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Working Together Toward Excellence in Teacher Education (WTTETE)

A Joint Program of the

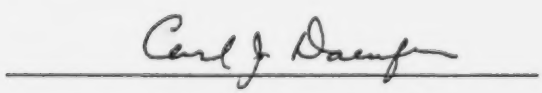
Department of Education
State of Hawaii

and the

Division of Field Services
College of Education
University of Hawaii at Manoa

An entry in the ATE 1993
Distinguished Program in Teacher Education Competition

Submitted by



Dr. Carl J. Daeufer, Director
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University of Hawaii at Manoa

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October 21, 1992

Dr. Thomas Nagel, Chair
DPTE Selection Panel
San Diego State University
San Diego, CA 92182-0139

Dear Dr. Nagel:

The College of Education at the University of Hawaii at Manoa and the Hawaii State Department of Education are pleased to submit this joint application to the Association of Teacher Educators **Distinguished Program in Teacher Education** competition. The College and the Department have worked very closely in recent years to improve the quality of public education in Hawaii, and the *Working Together Toward Excellence in Teacher Education* program is an outstanding example of this collaboration.

The program is designed to improve the competencies of all persons involved in providing practicum experiences to preservice teachers at the University of Hawaii. As detailed in the application, the Department and the College jointly plan and implement the program and provide logistic and financial support for its activities.

Thank you for conducting this competition which promotes and recognizes excellence in teacher education. In so doing, you are making a significant contribution to the improvement of education. It is an honor to participate in the competition.

Very truly yours,

Charles T. Toguchi
Superintendent of Education
State of Hawaii

John P. Dolly, Dean
College of Education
University of Hawaii at Manoa

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION COVER SHEET FOR THE ASSOCIATION OF TEACHER EDUCATORS' 1993 DISTINGUISHED PROGRAM IN TEACHER EDUCATION AWARD

Name of Program: Working Together Toward Excellence in Teacher Education

Full Legal Names of Institutions Involved:

Department of Education
State of Hawaii
Division of Field Services
College of Education
University of Hawaii

City, State, and Zip: Honolulu, Hawaii 96822

Levels and Number of Faculty and Students Involved (undergraduate, graduate, elementary, secondary, -- list all descriptions that apply):

The faculty consists of 17 members of the Division of Field Services and the students are the 726 CTs and 1031 OPTs who have served as supervising teachers for preservice students in the College of Education.

How many Schools / School Districts / Other Institutions are involved?

Students have been placed in 126 schools in the four school districts on Oahu.

How many Colleges or Universities? One, the University of Hawaii at Manoa.

How many years has this program been in operation? Eight, from 1985 to 1992.

Target Area for the Program (inner-city, urban, suburban, rural):

All areas of Hawaii, including inner-city, urban, suburban, and rural.

Funding for the Program (grant, external, collaborative with both contributing, etc.):

1985-1988 A grant from the National Education Association.

1988-1992 The State of Hawaii, with additional funds from a CT Inservice Fund.

Name / Title of Teacher Education Program Director:

Dr. Carl J. Daeufer, Director

Address: 1776 University Avenue
University of Hawaii
Honolulu, Hawaii 96822

Telephone(s): (808) 956-7830 or (808) 956-7831

SECTION 1: PROGRAM SUMMARY

"The Working Together Toward Excellence in Teacher Education" (WTTETE) Program is a joint project of the Hawaii State Department of Education (DOE) and the Division of Field Services (DFS) of the University of Hawaii at Manoa (UHM). The purpose of the program is to improve the quality of the field-based experiences of students in the College of Education by increasing the knowledge and improving the supervisory skills of the professionals who provide these field experiences. WTTETE began with a grant from the National Education Association (NEA) in 1985 to improve the competencies of Cooperating Teachers (CTs). The program obtained a high degree of success and visibility, and when the NEA grant ended in 1988, the Hawaii State Legislature appropriated funds to continue the program. Since then the program has expanded to include professional improvement opportunities for Observation/Participation Teachers (OPTs) and College Coordinators (CCs).

WTTETE currently has four major goals: 1) to provide professional improvement opportunities for CTs and OPTs; 2) to recruit and retain an adequate number of qualified CTs and OPTs; 3) to provide professional development opportunities for the faculty; and 4) to develop long-range plans and management strategies which will facilitate the successful implementation of all program goals and objectives.

Three factors contribute to the success of the program. The first is a management system which involves the entire DFS faculty in the development of long-range plans. An important component of this system is an all-day faculty retreat held each semester to review and plan program goals and objectives. The second factor is a spirit of cooperation and support established among a wide range of persons, from classroom teachers to DOE educators to state legislators. A luncheon, held in conjunction with a CT Orientation Meeting and attended by many invited guests, is the catalyst which congeals this broad-based support for the program. The third factor contributing to the success of the program is a dedication to excellence. The faculty and all activities are evaluated each semester, and a serious attempt is made to establish and maintain high standards of performance. Sustained by these three factors, the program continues to expand its focus over a wider and wider expanse of the teacher education landscape.

SECTION 2. SPECIFIC PROGRAM GOALS AND OBJECTIVES

GOAL 1. To provide professional improvement opportunities for Cooperating Teachers (CTs) and Observation/Participation Teachers (OPTs).

1.1. CT Orientation Meeting. To conduct a CT Orientation Meeting each semester.

1.2. CT Advisory Committee. To continue the activities of the CT Advisory Committee.

1.3. Supervision Courses. To offer *EDFS 410 Supervision of the Observation Participation Student*, *EDFS 420 Supervision of Student Teaching*, and *EDFS 430 Advanced Supervision of Student Teaching* as needed.

1.4. OP Orientation Meeting. To conduct an OP Orientation Meeting each semester.

1.5. Mid-semester Inservice. To conduct an inservice activity for CTs each semester.

1.6. Communication Network. To create an effective communication network which provides CTs and OPTs with information about professional development opportunities.

1.7. Evaluation of CTs. To continue the voluntary CT evaluation program.

GOAL 2. To recruit and retain an adequate number of qualified CTs and OPTs.

2.1. Stipends. To promote the acceptance of a differentiated stipend schedule for CTs and OPTs.

2.2. Recruitment. To continue the CT and OPT Recruitment Program.

2.3 Partnership Schools. To continue the efforts to develop partnership schools.

GOAL 3. To provide professional development opportunities for the faculty.

3.1 Mentoring Program. To provide each new faculty member with a mentor.

3.2 Inservice. To hold inservice activities for CCs each semester.

3.3 Professional Activities. To support faculty participation in professional organizations and meetings.

3.4 Research. To provide support and opportunities for faculty research.

3.5 Evaluation of CCs. To continue the assessment of CCs by CTs and STs.

GOAL 4. To develop long range plans and management strategies which will facilitate the realization of all program goals and objectives.

4.1 Planning. To develop and evaluate goals and objectives for the program.

4.2 Funding. To obtain continuing DOE funding for the program and to increase donations to the CT Inservice Education Fund.

SECTION 3. PROGRAM OVERVIEW

Hawaii has a statewide system of public education governed by a single Board of Education and administered by a single Department of Education (DOE). With its 235 schools, 176,000 students, and 11,000 teachers, it is one of the largest school systems in the United States. Many of the teachers in this system are educated at the UHM in Honolulu which graduates between 350 and 425 teachers each year. For this reason, the DOE and UHM work closely together in addressing the teacher education needs of the state.

The Division of Field Services (DFS), a department within the College of Education (COE), is responsible for the practicum component of the teacher training program at UHM. Each semester, between 400 and 500 undergraduate education majors are placed in student teaching or observation/participation situations on the island of Oahu. Faculty members from the DFS, called College Coordinators (CCs), supervise the Student Teachers (STs) and conduct a weekly seminar for them. A full supervisory load for a CC is 18 STs, with the expectation that the CC will observe each ST a minimum of five times during the semester. In addition to nine full-time faculty members, the DFS currently hires eight lecturers to assist in supervising student teachers.

Program Development

Reasons for Initiating the Program. Prior to 1985, there were many gaps in the practicum component of our teacher training program. Most CTs, OPTs, and CCs had no training in supervision; there were very few written policies to guide CTs, OPTs, and CCs, leaving individuals free to follow widely divergent and sometimes incompatible practices; and no one person coordinated the OP placements. As a result, the quality of the practicum experience varied greatly from student to student. Although many

faculty members in the College appeared unconcerned about the quality of the field experiences, there was a growing awareness among the classroom teachers and the DFS that the program lacked consistent standards and was in need of reform.

The Origins and History of WTTETE. In 1984, nine CTs and two CCs formed a CT Advisory Committee to discuss the problem. The committee realized the crucial role which CTs play in the training of teachers, and it concluded that the most expedient way to improve the student teaching program was to increase the effectiveness of CTs. Toward this end, the committee recommended that the faculty develop two supervision courses, conduct inservice activities for CTs, and establish a formal process for selecting CTs.

The following year an unusual set of circumstances provided resources to address the recommendations of the CT Advisory Committee. The Hawaii State Teachers Association (HSTA), the teachers union, and the University of Hawaii Professional Assembly (UHPA), the faculty union, are both affiliates of the National Education Association (NEA), and the collaboration of teachers and faculty on the CT Advisory Committee resulted in the two unions joining UHM in applying for and receiving a NEA grant. The objectives of the grant were to: 1) provide inservice education experiences for cooperating teachers; 2) prepare printed materials to assist cooperating teachers in improving their skills in working with student teachers; and 3) develop a strategy for establishing a CT Inservice Education Fund to support inservice education of cooperating teachers. Entitled "Working Together Toward Excellence in Teacher Education" (WTTETE), the program was funded from 1985 to 1988.

The WTTETE program is an evolving one; initially, the only goal was to improve the student teaching program by enhancing the competencies of CTs. Several years later, training for OPTs was added to the program, and in the process of providing a quality inservice program for classroom teachers, the faculty was forced to strive for a higher level of performance. And so the faculty also became a target for improvement.

The Process of Implementation. In order to deliver inservice education to CTs, the faculty pulled together as they had never done before, and in the process, a new management philosophy and operational style evolved. In addition to regular monthly meetings, the faculty met once each semester at an all-day retreat away from campus to discuss the practicum component. Goals and objectives were developed, implementation leaders were appointed, and timelines were established. A second all-day retreat was held each semester to share the goals and objectives with the part-time faculty. By hiring lecturers to assist with the supervision of STs, workloads were adjusted to enable some implementation leaders time to accomplish their tasks. Each activity was evaluated, and each semester the faculty reassessed the progress of each objective. Gradually the program grew in scope to its present level of energy.

Local Funding. All of the original objectives set by the CT Advisory Committee and WTTETE project were realized: a policy for the nomination and selection of CTs was established; stipends were increased; orientation meetings for CTs were held; a beginning and an advanced supervision course were developed; handbooks for CTs and STs were written; and a CT Inservice Education Fund was established. Due in large part to these successes, the Hawaii State Legislature appropriated funds to continue the program when NEA funding ended in 1988. The funds are now appropriated to the DOE which transfers the funds to the DFS via a joint agreement.

The Partnership Emerges. A new spirit of cooperation between the DOE and the UHM was also developing at about this time. In 1986 the University, the DOE, and Kamehameha Schools - a large private school in Honolulu dedicated to the education of children of Hawaiian ancestry - had joined together to form the Hawaii School/University Partnership as part of the National Network for Educational Renewal under the leadership of Dr. John Goodlad. The partnership recommended that a new master's degree program be developed in which the students would be immersed in a rich variety of field experiences in designated partnership schools. The DFS took the lead in identifying schools with faculties who were willing to participate in the partnership school program.

Through these relationships the DOE became aware of the critical role which CTs and OPTs play in the training of "their" teachers, and as a demonstration of their support, the DOE contributed funds to increase stipends for CTs and OPTs. And, in order to encourage teachers to enroll in supervision courses, the DOE provided the DFS with funds (via a joint agreement) to pay CCs for teaching the supervision courses, thus enabling teachers to enroll in the courses without paying tuition. A true partnership has been forged, and with the support of the DOE, the WTTETE program has continued to grow and flourish.

The Role of the CC. As the vision of the program expanded, the role of the CC gradually changed. In addition to supervising STs and conducting seminars, coordinators became involved in a variety of other activities, including: 1) participating in all-day retreats to establish goals and objectives and to plan for their implementation; 2) developing and teaching supervision courses for CTs and OPTs; 3) coordinating ST and OP student placements; 4) planning and conducting CT and OPT orientation meetings; 5) conducting needs assessment surveys and evaluating inservice activities; 6) recruiting new teachers by making presentations to school faculties; 7) evaluating the teaching of prospective CTs and OPTs; 8) developing handbooks for CTs, OPTs, STs, and CCs; 9) conducting inservice workshops for teachers; 10) conducting research; and 11) working to create partnership schools.

Evaluation Protocols

Evaluation is the heart of the program. Quantitative and qualitative data are used to evaluate the progress of each program objective. Evaluative feedback from participants in each activity is collected; while there are no hard and fast decision rules, a general overall approval rating below 75% is cause for concern. Attendance data is also collected. Although all of our inservice activities for teachers are voluntary, our goal is to attract at least 50% of all teachers to a given activity. Summary statistics - such as the number of persons served, the number of products produced, or the percentage gain on a given factor - are also collected. These types of data are summarized and presented to the faculty by the CT Advisory Committee. Based on the evaluation results, the faculty determines whether to modify or drop an activity.

The DFS faculty has given some thought to hiring an outside evaluator to assess various aspects of the program, but while this might serve the need of this bid for recognition, it would provide little additional information. The faculty works very closely with the CTs and STs, collects data on site, and continuously assesses the effectiveness of the program activities. The faculty believes this involvement precludes the need for an outside evaluator.

SECTION 4: DESCRIPTION OF PROGRAM AND ASSESSMENT OF EFFECTIVENESS

The current goals and objectives are described in this section. The formal data collection focuses on the seventeen objectives. It should be noted that since the evaluation protocols vary from objective to objective, a description of each objective will be followed by a discussion of the evaluation procedure. This will demonstrate the manner in which an evaluation thread has been woven through the patchwork of interconnected activities which comprise our program, and it will illustrate how both the strengths and weaknesses of the program are determined.

GOAL 1. To provide professional improvement opportunities for Cooperating Teachers (CTs) and Observation/Participation Teachers (OPTs).

1.1. CT Orientation Meeting

Background. If there is a truly unique feature of the WTTETE program, it is the CT Orientation Meeting which has been held in a prominent Waikiki hotel at the beginning of each semester for the past fifteen semesters (see Appendix A for examples of meeting announcements). The meeting starts with a welcoming address by the Dean of the College of Education (or his delegate) and is followed by refresher workshops. Usually six concurrent workshops are held on topics of concern to CTs and CCs. School principals, CTs, CCs, other university faculty, and other Department of Education personnel have all served as presenters for these sessions. Specific examples of workshop topics include Classroom Observations to Help Assess STs, Mainstreaming Special Needs Students in the Classroom, Portfolios, Reflective Analysis

Through the Use of Journals, The Student Teacher Observes, and Writing the Narrative. All workshops are evaluated, and the more popular ones are repeated at future meetings.

Immediately following the workshops, the CTs meet with the CC with whom they will be working to discuss the upcoming semester. These meetings are also evaluated by CTs, and the results guide the CCs in preparing their next group session. The Orientation Meeting is concluded with a luncheon at which the teachers and faculty are joined by many invited guests, including representatives from HSTA and UHPA (the unions), the College of Education, the Board of Education, the Board of Regents, the Department of Education, and the Hawaii State Legislature. The high point of the meeting is an address by a keynote speaker, an event which sometimes attracts media attention. For example, when the new Superintendent of Schools spoke at the fifth CT Orientation Meeting, a great deal of community interest surrounded this meeting because of ongoing contract negotiations between the teachers union (HSTA) and the State of Hawaii. Since a settlement had been reached just prior to the meeting, the Superintendent publicly announced the details of the settlement for the first time at the meeting.

Others speakers have included the Lt. Governor, Chairs of the Education Committees of both the State Senate and State House of Representatives, the Dean of the College of Education, and other leading educators from the community. These prominent individuals have expressed their sincere appreciation to the CTs for their dedication, and many speakers have pledged their continuing support for the program.

The CT Orientation Meeting serves a number of valuable functions: it provides a forum in which a spirit of camaraderie is developed among CTs and CCs; it provides inservice education for both CTs and CCs; it provides an opportunity for CTs and CCs to plan their joint activities for the semester; and it brings together union officials, DOE and UHM personnel, classroom teachers and university faculty, and key state legislators for the unique purpose of honoring the important role which the cooperating teacher plays in the training of teachers.

Evaluation. Meetings have been held for 15 consecutive semesters, and evaluation data is collected each semester. The following data summarizes the results of a recent meeting and illustrates the type of data collected for each program activity:

	Much	Some	Little
Value of the Meeting as a whole?	85%	11%	4%
Value of the meeting with the CC?	95%	5%	0%
Value of the luncheon speaker?	41%	52%	4%

Since the meetings are held on non-school days and are not mandatory, attendance is another measure used to assess the value of the meetings. The fact that 60% of all CTs and a number of legislators and DOE personnel have consistently attended these gatherings points to the success of the meeting.

However, statistics are only one indication of success. Both teachers and coordinators have received valuable inservice education; closer cooperation and friendship has been established among classroom teachers and university faculty; and the involvement of union leaders, UHM administrators, DOE personnel, members of the Board of Education and Board of Regents, and political leaders has resulted in a broad-based support for the program. This support has paid dividends in several ways: the State Legislature appropriated funds to continue the WTTETE program when outside funding terminated; the DOE now provides stipends for CTs and OPTs; and the College of Education administration has allowed adjustments in the workloads of CCs so that time is now available for the planning and implementation of WTTETE activities. Without the cooperative spirit created by the CT Orientation Meetings, it is doubtful that these goals could have been realized. OBJECTIVE BEING MET.

1.2. CT Advisory Committee

Background. As mentioned earlier, the WTTETE program began in 1985 as a result of recommendations made by an ad hoc CT Advisory Committee. This committee is now a permanent committee consisting of five CTs and two CCs and is appointed by the Director of the DFS. This voluntary committee periodically conducts needs assessments of teachers to identify topics for inservice

workshops; solicits volunteers to arrange and conduct the inservice meetings; and obtains evaluative feedback from the teachers to assess the value of each inservice activity. The committee serves as an important link between the CTs and the faculty.

Evaluation. The committee has performed all of its duties over the past 15 semesters. The success of the CT Orientation Meetings is evidence of its success. OBJECTIVE BEING MET.

1.3. Supervision Courses

Background. Only one CT supervision course was available when WTTETE began in 1985. Its impact and effectiveness were limited in that its credits were not applicable towards a degree and very few teachers enrolled in it. Under WTTETE three new courses with solid content were developed - *EDFS 410 Supervision of the Observation/Participation Student* (2 credits), *EDFS 420 Supervision of Student Teaching* (3 credits), and *EDFS 430 Advanced Supervision of Student Teaching* (3 credits). A departmental policy now requires that all new CTs and OPTs complete a course, but because of shortages of available teachers in some areas, such as Industrial Arts, students are sometimes placed with veteran teachers who have not taken a course. To ensure the integrity of each course, a faculty member must co-teach the course with another instructor before he or she is allowed to teach the course. Each course is also evaluated by the students. In the initial phases, from 1985 through 1988, CCs taught the courses without compensation. However, WTTETE funding now includes salaries for coordinators to teach the courses on an overload basis, allowing the courses to be offered tuition-free. See Appendix B for the content outline of EDFS 420.

Evaluation. EDFS 420 has been offered 24 times to 424 teachers; EDFS 430, the advanced course, has been offered six times to 56 teachers; and EDFS 410, the course for OPTs, has been offered 16 times to 270 teachers. The following data shows that a significant impact has been made on the number of teachers who have taken a supervision course: in 1985 none of the OPTs and only 24% of the CTs had completed a supervision course; but during the 1991-1992 academic year 166 of 329 OPTs (50%) and 295 of 350 CTs (84%) had taken one or more of the supervision courses. Instructor evaluations have all been above the university average. Observations by the faculty indicates that CTs have greatly improved in all aspects of

their supervision. Although other factors may be contributing to this observed improvement, the faculty believes the courses are a vital part of the total improvement package. OBJECTIVE BEING MET.

1.4. OP Orientation Meeting

Background. For many years the OP program was a much-neglected part of our teacher training program. The DFS recognized the importance of OP experiences, and in 1988 workload assignments were adjusted to enable a faculty member to reorganize the program. OP experiences are now required for elementary education majors enrolled in *EDCI 312C Foundations in Curriculum & Instruction*, *EDCI 320 Elementary Language Arts*, *EDCI 321 Elementary Reading*, and *EDCI 353 Music in the Elementary School*. Secondary students enrolled in *EDCI 312D Foundation in Curriculum & Instruction* and all methods courses are also required to complete an OP experience. An OPT Handbook has been developed which includes a description of the OP program, requirements and responsibilities for both the OPT and the OP student, a checklist of OP activities to be completed, and an evaluation protocol for assessing the performance of the OP student.

Because of the success of the CT Orientation Meetings, in the Fall of 1990 the DFS began holding a half-day OP Orientation Meeting each semester for OPTs, OP students, and course instructors. The format of the meeting is similar to the CT Orientation Meeting: OPTs meet with their OP students; an inservice workshop is presented for both the OPTs and course instructors; and the course instructors meet with the OPTs to plan the activities for the semester. These meetings have enabled course instructors and OPTs to meet (for the first time) to discuss the OP program.

Evaluation. These meetings have been well-received by the participants; an average of 85% rate the meetings as "Very Valuable." The development of the Handbook, requirements, and an evaluation component has resulted in standardizing and upgrading the OP program. However, certain factors need to be reassessed to determine why attendance has declined over the past five semesters: OPTs from 50% to 19%; instructors from 100% to 57%; and OP students from 53% to 30%. OBJECTIVE PARTIALLY MET. REASSESSMENT IS REQUIRED.

1.5. Mid-Semester Inservice Education

Background. In April of 1990 a half-day seminar on partnership schools was held for CTs. The meeting generated a great deal of enthusiasm, and subsequently five partnership schools were established. Since then seminars (which focus on a single topic) have been held each semester and have included presentations on ST Evaluation of the CT, Helping the ST with Discipline, Portfolio Evaluation, and the Meyers-Briggs Type Indicator. See Appendix B for a sample agenda.

Evaluation. CTs evaluations were high, with an average of 80% indicating they had learned "Much" and 20% indicating they had learned "Some." However, only 22% of all CTs attended the last two sessions, and this does not meet our 50% attendance standard. OBJECTIVE PARTIALLY MET. REASSESSMENT of the activity and/or the standard IS REQUIRED.

1.6. Communication Network

Background. Prior to the inception of WTTETE, written departmental policies existed in a hodgepodge of memoranda and contained many gaps and omissions. Under WTTETE, the faculty reexamined the total program and a comprehensive set of guidelines was developed. These guidelines served as the foundation for the 153-page ST Handbook, the 200-page CT Handbook, the 15-page OPT Handbook, and the 195-page CC Handbook. See Appendix C for copies of the covers. In addition to the handbooks, communication is enhanced by the Kumu Laulima newsletter. "Kumu" is a Hawaiian word for teacher, and "laulima" is the Hawaiian word for cooperation. Hence, Kumu Laulima means "teacher cooperation". The newsletter provides CTs, OPTs, STs, and CCs with current information on topics related to supervision. Active lines of communication are reinforced through various memoranda to inform supervisory teachers of orientation meetings, courses being offered, due dates for evaluations, and so on. The purpose of this objective is to provide up-dated handbooks to all parties, to publish at least one newsletter each semester, and to distribute department memoranda as needed.

Evaluation. All supervisory teachers have been provided with updated handbooks each semester, and regular departmental memoranda have been sent to teachers in the field. However, over the past six

years the newsletter has been published only sporadically. OBJECTIVE PARTIALLY MET. REEXAMINATION REQUIRED.

1.7. Evaluation of CTs

Background. Student teachers are evaluated each semester by their CTs and CCs. Likewise, CCs are evaluated each semester by their CTs and STs. This leaves the CTs as the only members of the triad who are not automatically evaluated each semester. Because the faculty believes that feedback improves performance, a voluntary CT evaluation program has been initiated. An evaluation instrument for STs to assess the performance of their CTs has been developed. The instrument contains 39 competencies divided into the following five headings: demonstrating effective teaching techniques, establishing positive working relationships, helping the ST make a smooth transition from student to teacher, modeling effective personal characteristics, and assuming professional responsibilities. After the final grades are submitted, participating STs complete evaluation forms and submit them to the DFS. The envelopes remain sealed and are transmitted directly to the appropriate CTs.

Evaluation. The percentage of CTs participating in the evaluation process has slowly increased from 15% in 1989 to 34% last semester. Although the department would like to see a higher percentage, individual teachers will not be pressured to be evaluated. OBJECTIVE PARTIALLY MET.

GOAL 2. To recruit and retain an adequate number of qualified CTs and OPTs to meet the needs of our program.

2.1 Stipends

Background. Beginning in 1985, the DFS lobbied for increased stipends for both CTs and OPTs. In 1988 the DOE added $375 to the $125 CT stipend provided by UHM, raising the amount to $500 per semester. The OPT stipend, which is now $125 per semester, is also paid jointly by the DOE and UHM. The faculty has developed and submitted to the Dean a proposal for a differentiated stipend schedule which

would pay teachers in accordance to the number of student teachers they have supervised and the number of supervision courses they have completed, with a maximum of $1000 per semester.

Evaluation. Efforts to increase stipends have been very successful: from $125 to $500 for CTs and from $0 to $125 for OPTs. A request to implement the differentiated stipend schedule was submitted to the Dean of the College in 1990. This month the Dean's office approved the request and it was forwarded to the Board of Regents for their consideration. OBJECTIVE IN PROGRESS.

2.2 Recruitment

Background. The DFS recruitment policy illustrates a commitment to quality. The department has historically had difficulty in attracting an adequate number of CTs and OPTs, and due to a projected teacher shortage in the 1990s, even more CTs and OPTs will be needed in the near future. The expedient solution might be to relax standards in an effort to attract a greater number of teachers. Instead, the DFS has increased its expectations of CTs and OPTs and challenges teachers to strive to a higher level of professional commitment; competent teachers are needed, not just warm bodies. Requirements include the completion of a university supervision course; nomination by the principal; favorable teaching evaluation by university faculty; and a willingness to attend orientation meetings, workshops, and seminars.

However, the opportunity to participate in a quality program which requires one to work harder is of limited recruitment value. In recognition of this fact, the DFS and DOE have worked together to develop a variety of enticements for teachers. Stipends have been increased, a proposal to double existing stipends is in progress, and supervision courses are offered without tuition. In March of 1991 the Personnel Certification and Development Section of the DOE joined the DFS in developing a five-phase recruitment program. In Phase I informational brochures and recruitment packets are sent to schools and State and District level personnel (see Appendix D for sample materials); in Phase II recruitment teams make presentations to faculties and professional meetings; in Phase III principals nominate and faculty evaluate prospective teachers for the program; in Phase IV teachers enroll in supervision courses; and in Phase V the newly-trained teachers are assigned their first STs or OP students.

The DOE and DFS have also developed a series of video productions which have been aired on public access television. A live, two-hour program entitled "Investing in Hawaii's Future Educators" was broadcast on Oahu on March 5, 1992. The program was divided into three segments. The first featured a panel of three CTs; the second featured a panel of four STs; and the final segment featured a panel of the directors of the four teacher education programs in Hawaii (including private institutions). Panel members discussed the student teaching program from their varying perspectives and answered telephone calls from listeners. The program was taped and rebroadcast on the other Hawaiian islands on March 10, 1992. Three 30-second public service announcements have also been produced, and these are being shown just prior to the many DOE inservice education programs for teachers during the current academic year.

Evaluation. Results indicate that the recruitment has been successful. In its first year of operation, 124 teachers were nominated by their principals, 87 were evaluated by college coordinators, 71 enrolled in a supervision course, and this semester there are 38 first-time cooperating teachers. OBJECTIVE BEING MET.

2.3. Partnership Schools

Background. The recruitment program is closely connected to the department's effort to establish partnership schools which can accommodate large numbers of STs and OP students. Two faculty members wrote a position paper on the topic in 1989, a mid-semester seminar on partnership schools was held for CTs in 1990, and five CCs are actively recruiting principals and teachers to the cause.

Evaluation. During the past two years five partnership schools have been established, four of which are being used in the College of Education's new master's degree program. The fifth school is devoted to undergraduates and currently has nine STs and 12 OP students. Two other school sites are currently being recruited for the undergraduate program. OBJECTIVE BEING MET.

GOAL 3: To provide professional improvement opportunities for the faculty.

3.1 Mentor Program

Background. New CCs have been hired nearly every year. Because the program is only as strong as its weakest link, a continuing effort is made to maximize the effectiveness of every new CC. Prior to the beginning of each semester, each new CC is assigned a veteran CC who serves as a mentor. The mentor shares personal insights, instructional materials, and departmental policies with the newcomer. In addition to attending the regular monthly department meetings, the new CCs attend an all-day faculty retreat each semester at which department policies are discussed.

Evaluation. Based on feedback from the new CCs and their mentors, the mentoring has worked very well. Results of ST and CT evaluations (see page 18) indicate that the new CCs are very effective in supervising student teachers. The overall rating of new CCs is 1.46 (where 1 is the highest score and 5 the lowest). OBJECTIVE BEING MET.

3.2. CC Inservice

Background. Each semester an all-day retreat is held for all part-time and regular faculty. Prior to each retreat the Director of DFS conducts a survey of the faculty to determine suitable topics for an inservice activity, and at the retreat a faculty member with expertise conducts the session. Topics have included: Conferencing Strategies, Writing the Narrative, Seminar Requirements, Extra Curricula Expectations for Student Teachers, Mandatory ST and CT Evaluations of CCs, Making Written Observations, The Meyers-Briggs Type Indicator, Using Portfolios in Seminars, OP Techniques Using Seating Charts and Selective Verbatim, Unit Planning as a Requirement, and Using Factor Analysis to Develop an Evaluation Instrument.

Evaluation. Informal evaluation conducted after the meetings has indicated that the inservice activities are valuable and the faculty has chosen to continue the sessions. Perhaps the greatest evidence of the success of this activity is the fact that CCs - many of whom were not initially enthusiastic about such

self-improvement activities - are now very much in favor of these sessions. An unintended outcome of this activity is a spirit of cooperation and support which has been generated among the faculty. The faculty now operates as a true support group which is concerned about the success of every member. OBJECTIVE BEING MET.

3.3. Professional Activities

Background. This objective was adopted following the retirement of two veteran faculty members who had been the backbone of the local ATE affiliate, the Association of Teacher Educators of Hawaii (ATE-HI). The DFS has encouraged faculty involvement in the Hawaii affiliate in the following ways: membership appeals are made at all CT and ST Orientation Meetings; at least two CCs serve on the ATE-HI Board of Directors each year; department duplication services and mailing privileges are available for ATE-HI announcements; CCs cooperate by distributing ATE-HI information to CTs and STs; the Division of Field Services and ATE-HI jointly sponsor one activity each semester; and the DFS supports faculty requests for travel funds to attend the ATE Annual Meetings.

Evaluation. ATE-HI has remained a viable organization; its constitution was ratified by the ATE in 1989, membership counts have remained around the 80-member level, and five meetings have been held each year. When WTTETE began in 1985, no one from Hawaii attended the ATE Annual Meeting; this past year eleven persons from Hawaii attended, nine of whom were presenters. OBJECTIVE BEING MET.

3.4. Research

Background. Recognizing the fact that it is very difficult to pursue an active research agenda while supervising a full load of 18 student teachers, every effort has been made to create conditions favorable to conducting research. Research topics can be placed on the agenda of any meeting at the request of any faculty member; the faculty has critiqued plans and collected data; the Director has supported requests for funding and travel; and where possible, workloads have been adjusted to accommodate research.

Evaluation. In the decade prior to WTTETE, the faculty engaged in very little research - zero publications. Under WTTETE research has been conducted on the use of videocameras in the classroom, the characteristics of effective classroom teachers, partnership schools, STs and CTs evaluations of CCs, and factors related to the failing student teacher. The faculty has obtained six grants, research findings have been presented at local, national, and international meetings, and seven refereed articles have been published. OBJECTIVE BEING MET.

3.5. Evaluation of CCs

Background. Since 1985 the DFS has offered CCs the option of being evaluated by STs and CTs. The instrument consists of 12 performance items on which the CC is rated using a 5-point rating scale. In 1990, the faculty voted unanimously to make the evaluations mandatory each semester. The feedback is useful in improving the performance of both individual CCs and of the department as a whole, and the data is particularly important for persons seeking contract renewal, tenure, and promotion. A stepwise multiple regression has identified the effects of numerous variables upon the evaluation scores, and a factor analysis has revealed that the instrument measures only two factors of supervision, "relationships" and "task". A research project is currently underway to develop an instrument with a greater number of factors.

Evaluation. The tables in Appendix E show several of the many ways in which the evaluations have been helpful to the DFS. Table 1 shows that one CC was able to improve her overall score from 2.32 to 2.04 to 1.57 to 1.36 in succeeding semesters (where 1 is the highest score and 5 is the lowest). A stepwise multiple regression analysis (Table 2) revealed that scores increase with experience, which suggests that the testing program is having its desired effect. The analysis also revealed that the faculty status of the CC - whether full-time or part-time - had no effect upon evaluation scores. This is reassuring to a department which hires retired teachers and principals as coordinators. It is also reassuring that factors such as the age, gender, and ethnicity of the coordinator have minimal affects upon evaluation scores. Table 3 illustrates how the data can be used to assess the performance of the DFS as a whole; the overall mean is

of 1.37 is excellent. Appendix F shows the results of the factor analyses performed in the development of a new evaluation instrument. The original instrument contained two identifiable factors (Table 4), and the newly-developed one contains five factors (Table 5). This has provided the faculty with new insights into the role of the supervisor. As a final example of the value of having a comprehensive evaluation program, Joyce Chun, a CC who consistently receives nearly perfect ratings, used the data successfully in applying for a prestigious Board of Regents Excellence in Teaching Award in 1992. This was the first time a member of the DFS has received the award. OBJECTIVE BEING MET.

GOAL 4: To develop long-range plans and management strategies which will facilitate the successful implementation of all program objectives.

4.1. Planning

Background. Planning starts with a needs assessment conducted periodically by the CT Advisory Committee to determine potential topics for inservice activities. Survey results are forward to the faculty and are used to plan the business of the department in light of current and past objectives. If needed, new objectives are established. Implementation leaders are selected and timelines are set for each objective. In addition to program objectives, the entire faculty is involved in making budgetary decisions and long-range strategic plans for the continuation of the program.

The third level of planning occurs at the state level where the Director of the DFS and a DOE program specialist meet each year to discuss the needs of the program and to prepare a budget request. Since many DOE teachers come from the UHM system, the DOE has a vested interest in the quality of the teacher training program and considers the training of CTs to be an important part of their larger inservice education program for teachers. A true partnership has been formed, with the DOE providing the funding and the DFS providing the personnel for planning and delivering the inservice activities for teachers.

Evaluation. Retreats have been held; classroom teachers and the entire DFS faculty is involved in the planning process; and goals and objectives have been developed and reviewed each semester. When

the college or university administration asks for budget requests or projections, the DFS faculty is ready with an up-to-date five-year plan. A great deal of time is spent on this endeavor, and initially some faculty members questioned its value. However, as the quality of the program increased, a new spirit of cooperation emerged, and the faculty now accepts the responsibility with a true sense of empowerment. The continued success of the project is evidence of effective planning and implementation of program goals. OBJECTIVE BEING MET.

4.2. Funding

Background. WTTETE was funded by a NEA grant from 1985 to 1988. The funds were used primarily for orientation meetings (i.e., rental fees and meals). When NEA funding expired in 1988, the State Legislature appropriated funds to continue the program. A "Joint Agreement for the Staff Development Program for Cooperating Teachers and Observation/Participation Host Teachers" between the DOE and UHM now provides funds for the inservice program, the details of which are negotiated biannually by the Director of DFS and a DOE program specialist. During the current year the DFS has received $23,800 to: plan and implement CT orientation meetings each semester ($2,000); plan and implement a CT and OPT inservice workshops each semester ($3,000); and deliver supervision courses each semester as needed ($18,800).

In anticipation of the possibility of decreased funding, in 1985 the DFS established a CT Inservice Education Fund with the University of Hawaii Foundation. Requests for donations are made at all Orientation Meetings, and solicitations are also made by mail. Many CCs generously contribute part or all of their stipends to the fund. This fund has enabled the department to institutionalize the inservice activities initiated in 1985.

Evaluation. The success of this objective is evident by the following list of accomplishments: when NEA funds ended in 1988, the State Legislature appropriated funds to continue the inservice activities for CTs; the DOE has joined UHM in providing stipends to CTs and OPTs; workloads of CCs are adjusted to allow individuals to plan inservice activities and develop written materials; and $26,000 has been

collected in the CT Inservice Education Fund. The wisdom in establishing this fund is now becoming apparent, for this past year State revenues declined and all State agencies received budget cuts. Even though $8,000 was cut from the joint agreement with the DOE, the DFS will continue all program activities, cutting costs where possible and making up the shortfall with the CT Inservice Education Fund. OBJECTIVE BEING MET.

SECTION 5: POTENTIAL FOR ADOPTION OR ADAPTATION

In the preceding section the four goals and seventeen objectives of the program were described. How well does the WTTETE program lend itself to adoption or adaptation? Space will not permit a discussion on the adaptability of each of these activities. Instead, focus is given to the three underlying strategies which have contributed the most to the continuing success of the program.

The first is the management and evaluation system which requires the faculty to take an active part in the development and assessment of goals and objectives. This system can be adopted by any faculty willing to devote time to such an approach. The DFS faculty participates in all-day retreats four times a year, twice to plan and evaluate the program, and twice to share these plans with the part-time faculty. Perhaps the greatest outcome of these meetings is a true sense of unity which has developed among the faculty. The retreats are held at off-campus sites in order to focus uninterrupted attention on the needs of the program. While WTTETE is able to rent comfortable facilities and purchase meals for these meetings, productive meetings could be held in public facilities, such as schools or libraries, with the faculty providing their own sack lunches. The essential ingredients are a desire for improvement and dedication, not money.

The second important factor contributing to the success of the program is the broad coalition of persons who support the program. Local conditions may vary, but a simple analysis can identify who the key players might be. In Hawaii, the unions are vital because changes in workloads and/or stipends for teachers must receive union approval; members of the Education Committees of the State Legislature are vital because they control the appropriations for educational programs; DOE personnel at all levels are vital

because the implementation of the program involves the training of their teachers; and, of course, teachers are vital because they are the backbone of the entire practicum program. Once the key players are identified, some method has to be found for building a common bond between them. Newsletters or written communications will probably not suffice; face-to-face encounters are needed. In Hawaii, CT Orientation Meeting luncheons serve this purpose. If funds to rent a ballroom and purchase meals are not available, the concept can be adapted to a general meeting without a meal. The experience in Hawaii suggests that legislators are sincerely interested in education and that most of them welcome an opportunity to address a group of teachers, especially dedicated teachers who give up their Saturdays to attend professional meetings.

The third key factor in the success of our program is a relentless adherence to quality. For example, the academic integrity of the supervision courses are protected by requiring instructors to co-teach a course with an experienced instructor before being allowed to teach it on their own. The University's teacher training program is currently being expanded to the island of Maui, and a request has recently been made for permission to allow newly-hired and inexperienced instructors there to teach the courses over Sky Bridge, a distance education television network. While this might be the fastest and most expedient way to train CTs, reservations about the preparedness of the instructors, their experience with distance education, and the integrity of the program have resulted in denial of the request. Another example of the faculty's concern for quality is the high standard of performance which has been set for both the faculty and supervising teachers. Teachers are expected to complete rigorous supervision courses (some teachers drop the courses because of the work involved), to attend orientation meetings on non-school days, to serve on committees, to share their expertise by presenting refresher workshops, and to respond promptly to deadlines. The faculty participates in two all-days retreats each semester, is evaluated by STs and CTs, and performs a variety of non-supervisory tasks. But perhaps the quintessential manifestation of this dedication to quality is the commitment to continuously evaluate each of the program activities. Assessment is the heart of the management system. If an activity is not working as planned, it is either altered or dropped. A dedication to quality is clearly an adaptable feature of the program.

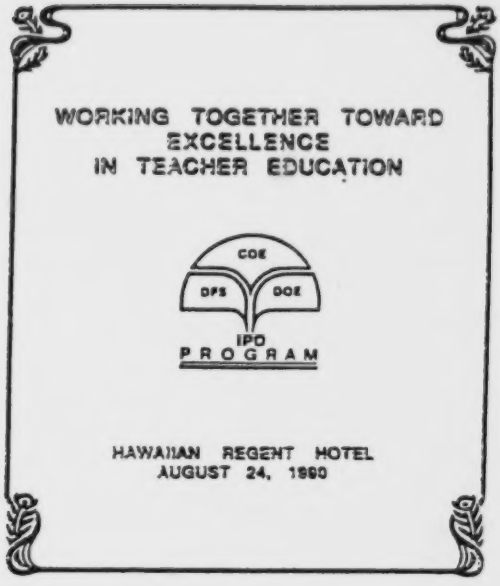
This section began by asking how another institution might adopt or adapt the components of the WTTETE Program. Instead of focusing on the various components of the program, the importance of planning and assessment, of building a broad-based support for the program, and of being dedicated to quality has been stressed. While the separate pieces of the program can be adapted by other institutions, the successful implementation of any or all of them depends upon these other factors. In the final analysis, quality teacher education begins with attitudes and values.

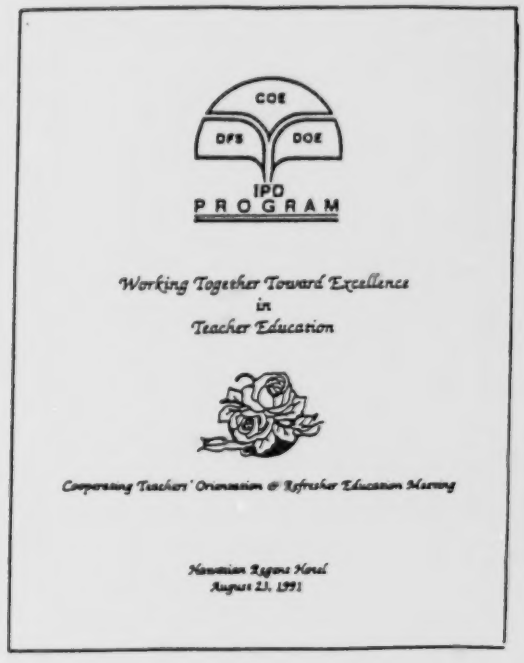
SECTION 6: IMPLICATIONS AND CONCLUSIONS

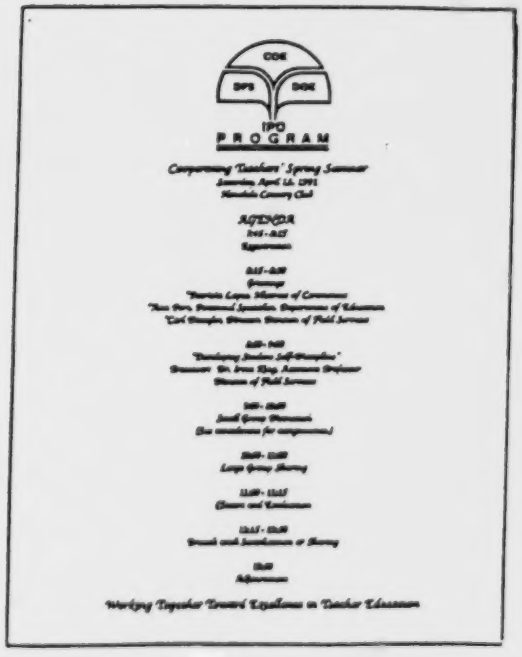
Eight years ago the practicum phase of the teacher training program at UHM was plagued by a lack of consistent standards, inadequate written policies, poorly-prepared teachers and coordinators, and poor communication between the professionals involved in the program. These problems are being resolved through the many program components cited in this paper. An important conclusion to be drawn from from the success of the program is that change can occur if the faculty is committed to developing a quality program. In Hawaii, such commitment is demonstrated by the willingness of the faculty to accept responsibility for a wide range of program activities which go far beyond our traditional roles as college coordinators. There is no shortage of good programs or ideas to implement: what is required is dedication and commitment.

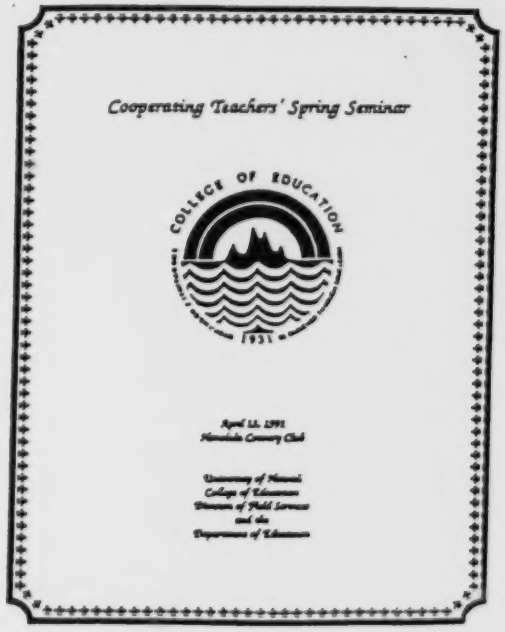
Appendix A

Examples of Announcements and Agenda for CT Meetings









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Appendix B

Course Content for EDFS 420 Supervision in Student Teaching

I. Overview - Student Teaching in the Teacher Education Program
   - A. Value of Student Teaching
   - B. Length and Nature of Assignments
   - C. Policy & Program Guidelines (Purpose, Operational Procedures, Legal Status & Protection, etc.)

II. Participant Roles
   - A. Student Teacher
   - B. College Coordinator
     1. The Seminar
     2. Other Responsibilities
   - C. Cooperating Teacher
   - D. School Faculty & School Principal
   - E. Establishing Effective Interpersonal-Social Relationships

III. Before the Student Teacher Arrives
   - A. Orientation plans and the working environment
   - B. The first few days and weeks
   - C. Establishing conditions for developing student teacher confidence

IV. During Student Teaching
   - A. Establishing Effective Interpersonal-Social Relationships
     1. Skills of effective human relations
     2. Interpersonal communications
     3. Verbal communications and their effects
        - a. Communication roadblocks
        - b. Communication facilitators
     4. Many uses of active listening
   - B. Student Teacher Assumes Responsibility
     1. First week or weeks
     2. Introducing the student teacher to teaching - Gradual vs. rapid schemes of introduction
     3. Guiding the student teacher in planning, lesson delivery, diagnosing & evaluating instruction, and classroom management
     4. Developing a semester-long plans which fosters a balanced and comprehensive set of experiences for the student teacher

V. Classroom Observation Techniques
   - A. Observation Sequence
   - B. Observation Scheduling
   - C. Observation Instruments

VI. Supervisory Conference Techniques
   - A. Timing & location of conferences
     1. Initial conference
     2. Frequency of conferences
   - B. Content of conferences
   - C. Verbal, non-verbal communication during conferences
   - D. Problem centered, constructive, future plan of action, free flow, maximum interaction time
   - E. Defensive student teacher
   - F. Agreeable, but unchanging student teacher

VII. The Problem Student Teacher
   - A. Student teacher who rejects the establishment
   - B. Incompetent student teacher
   - C. Immature student teacher
   - D. Problems resulting from responsibilities beyond student teaching
   - E. Associating with members of the opposite sex

VIII. Evaluating the Student Teacher
   - A. Roles of the cooperating teacher and college coordinator
   - B. Guidelines for the evaluation process
     1. Daily, weekly, self-evaluation process
     2. Mid-term evaluation
     3. Narrative writing
     4. Final evaluation
   - C. Techniques for effective evaluation
   - D. Cooperative evaluation processes

Appendix C

Covers of Handbooks

Handbook
for
OP Teachers
and
OP Students

Division of Field Services
College of Education
University of Hawaii

Handbook for
Cooperating
Teachers
and
Student Teachers

Division of Field Services
College of Education
University of Hawaii

COLLEGE
COORDINATOR'S
HANDBOOK

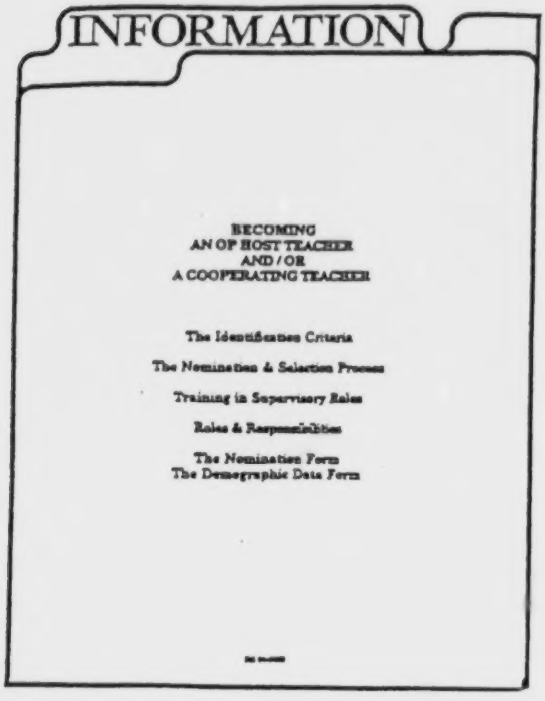
DIVISION OF FIELD SERVICES
COLLEGE OF EDUCATION
UNIVERSITY OF HAWAII

Handbook for
Student Teachers

Division of Field Services
College of Education
University of Hawaii

Appendix D

Recruitment Packet and Partnership Brochure



COLLEGE OF EDUCATION

The College of Education is an upper division college and graduate professional school. It:

- Prepares preservice teachers and other educational personnel,
- Provides service to in-service teachers and other educational personnel,
- Develops school curricula and trial demonstrations of instructional materials and methods,
- Conducts basic and applied research concerning problems in education.

The college is one of 15 institutions nationally that has formally established a working school/university partnership that is part of the Goodlad Center for Educational Renewal. The college is also a member of the Holmes group of research universities and is dedicated to upgrading and improving the quality of its teacher preparation programs.

Pre-Service Teacher Education Program

The program for all pre-service teacher candidates approved by the college and the University Council on Teacher Education includes a strong liberal arts core, professional education courses, academic subject preparation, and student teaching. Courses required in the teacher preparation program require course approval.

DEPARTMENT OF EDUCATION

The Department of Education and the College of Education work together to ensure that teacher education students have meaningful field experiences. The purpose of this partnership is:

- To link the teacher education programs to the Department Profile of an Effective Teacher,
- To collaborate with the teacher education programs in selecting, training, and developing effective classroom teachers to become OP host and cooperating teachers.

This partnership supports a cooperative practicum which includes:

- continuity of experiences from observation practicums to student teaching,
- the student's participation in planning for appropriate practicum experiences,
- a degree of independence in teaching during the student teaching semester,
- a strong professional partnership with an experienced teacher.

The cooperative practicum program also offers possibilities for the professional development of the OP host and cooperating teachers through a collegial relationship with college instructors and college coordinators, development of supervision skills, and leadership in inducting new members into the profession.

The ideal is for all participants to work together in such a way as to make the best use of each other's talents while providing the best possible educational experiences for our teacher education students.

ENHANCING THE EFFECTIVENESS OF OP HOST TEACHERS AND COOPERATING TEACHERS

A PARTNERSHIP BETWEEN THE DEPARTMENT OF EDUCATION AND THE DIVISION OF FIELD SERVICES COLLEGE OF EDUCATION UNIVERSITY OF HAWAII

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Appendix E

Some Statistical Applications of CC Evaluation Data

Table 1
Improvement in Evaluation Scores of a CC over Four Semesters

ITEM	SEMESTER 1 MEANS	SEMESTER 2 MEANS	SEMESTER 3 MEANS	SEMESTER 4 MEANS
develops positive relationships	2.33	2.00	1.69	1.29
promotes mutual respect	2.00	1.82	1.50	1.21
establishes open communication	2.67	2.29	1.69	1.36
shows awareness of individual needs	2.50	2.29	1.60	1.50
respects individual differences	2.33	1.76	1.38	1.29
makes adequate number of visits	2.17	1.71	1.50	1.36
makes observations of sufficient length	2.17	2.06	1.63	1.36
uses observation data to make suggestions	2.50	2.35	1.63	1.43
identifies strengths & weaknesses	2.50	2.29	1.69	1.43
acts on concerns of ST/CT	2.33	2.18	1.56	1.50
is available for conferences	1.67	2.00	1.50	1.29
helps ST assess competence	2.67	2.18	1.56	1.43
MEAN	2.32	2.04	1.57	1.36

Table 2
Summary of Stepwise Regression for CC Evaluations

STEP	VARIABLE	PARTIAL R2	MODEL R2	F	PROB>F
1	Degree	0.0352	0.0352	44.65	0.0001
2	Experience	0.0290	0.0642	37.99	0.0001
3	Gender	0.0206	0.0848	27.52	0.0001
4	Age	0.0030	0.0878	4.03	0.0450
5	Ethnicity	0.0016	0.0894	2.11	0.1462

Table 3
Combined Faculty Rankings of Items - Spring 1991

ITEM	ST MEAN	CT MEAN	TOTAL MEAN	N
promotes mutual respect	1.250	1.247	1.248	221
develops positive relationships	1.277	1.292	1.285	221
responds to concerns of ST/CT	1.314	1.300	1.307	221
establishes open communication	1.361	1.309	1.334	221
makes observations of sufficient length	1.370	1.415	1.393	221
identifies strengths & weaknesses	1.435	1.380	1.407	221
helps ST assess competence	1.364	1.464	1.415	219
is available for conferences	1.444	1.410	1.427	220
shows awareness of individual needs	1.435	1.424	1.429	221
respects individual differences	1.453	1.419	1.436	220
uses observation data to make suggestions	1.425	1.460	1.443	221
makes adequate number of visits	1.439	1.530	1.486	220
MEAN	1.372	1.387	1.380	216

Appendix F

Factor Patterns Obtained in Development of Evaluation Instrument

Table 4
Factor Analysis of ST and CT Evaluations of CC Effectiveness (Original Instrument 1985-1991)

Evaluation Items (Paraphrased)	Factor Pattern Loadings I	II
I. Relationship Factor		
promotes mutual respect	.81	-.00
establishes open communication	.78	.04
develops positive relationship	.76	.08
respects individual differences	.68	.11
shows awareness of individual needs	.67	.19
responds to concerns of ST/CT	.61	.21
is available for conferences	.56	.20
II. Task Factor		
uses observation data to make suggestions	.02	.85
makes observations of sufficient length	.03	.80
identifies strengths & weaknesses	.15	.71
makes an adequate number of visits	.14	.58
helps ST assess competence	.36	.51

Table 5
Factor Analysis of ST Evaluations of CC Effectiveness (Instrument under revision 1991-1992)

Evaluation Items (Paraphrased)	Factor Pattern Loadings I	II	III	IV	V
I. Observations					
observes different teaching situations	.78	-.05	-.03	.02	.10
makes an adequate number of visits	.67	-.07	.14	-.10	.14
makes observations of sufficient length	.62	.28	.08	.10	-.14
communicates expectations	.31	.07	.05	-.09	.18
II. Feedback					
makes specific suggestions	.09	.82	-.12	-.17	.07
identifies strengths and weaknesses	-.03	.80	.05	-.08	.03
allows time to discuss observations	.25	.34	.08	.11	-.20
helps assess competence of ST	.10	.33	.28	.10	-.06
III. Relationships					
establishes positive relationship	.16	-.14	.89	-.09	-.06
promotes mutual respect	-.02	-.13	.54	.26	.21
establishes open communication	.04	-.02	.85	.04	.01
is available for conferences	-.11	.01	.32	.02	.10
IV. Respect for Individuals					
respects individual differences	.14	-.14	-.04	.85	-.01
is tolerant of different viewpoints	.10	-.03	.02	.67	.16
shows an awareness of individual needs	.00	.21	.21	.39	.12
V. Personal Characteristics					
is knowledgeable about teaching	.05	.16	.24	.07	.41
is enthusiastic	.26	-.01	.17	.18	.40
is interested in my success	.28	.08	.16	-.09	.34